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ABSTRACT

Career education is the focus of this transcript of an electronic weekly magazine devoted to coverage of news, features, policy, and people in the field of education. This program transcript incorporates studio interviews with Sidney P. Marland, Jr. (who was U.S. Commissioner of Education in 1971, and coined the term "career education"); Kenneth Hoyt (Office of Career Education); George Weber (Council for Basic Education); George Butsike (United Steel Workers of America); Eugenia Kemble (American Federation of Teachers); and Reese Hammond (International Union of Operating Engineers). Discussion covers definitions of career education and business and labor attitudes toward concepts and practices of career education. Also, Richard Terrel of General Motors is interviewed; views from a teachers' meeting on career education are presented; and Congressman Carl Perkins of Kentucky discusses his reasons for supporting career education. A review of the pamphlet, "Liberal Arts in Career Education--A Look at the Past and the Future," concludes the program. (TA)

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INSTITUTE FOR EDUCATIONAL LEADERSHIP
THE GEORGE WASHINGTON UNIVERSITY

CAREER EDUCATION

CE

Program #61

January 17, 1977

National Public Radio

Options in Education

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The Executive Producer is John Merrow. The Acting Producer is JoEllyn Rackleff, and the Co-Host is Wendy Blair.

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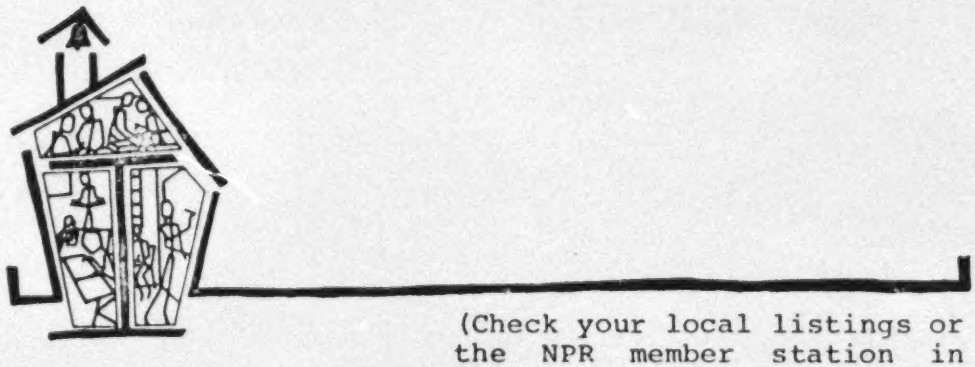

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WOMAN: "I don't know what career education might be. My guess would be, maybe -- how to get a job; how to get goin'; how to plan your future and whatever ..."

MAN: "I think it might have something to do with people who want to go back to school after they've already begun a career, and wish to continue. I think I read something -- and that was the term that was used, but I'm not sure."

MAN: To me, it would mean goin' to school, you know ... takin' up something that you were plannin' on doin'; you know, workin' ... right?

MAN: I would assume it's an education that's training you specifically for a career. Is it connected with continuing education? You're not advancing any opinions of your own in this!"

WOMAN: "Uh ... career education. Uh ... let's see. How about education on, I guess, how to get a job; what you need to qualify for a job -- that type of thing."

MAN: "Well, it sounds mostly like an opportunity to educate yourself for a specific professional or career goal."

INTERVIEWER: "Had you ever heard of it before?"

MAN: "No, I haven't. I don't know whether it's a specific program, or a government grant, or a type of training available from the school -- I have no idea, but that's what the words themselves sound like they mean."

WOMAN: "I think it's probably something like learning computer programming, or ... uh ... I really don't know!"

MERROW: I'm John Merrow.

BLAIR: I'm Wendy Blair.

MERROW: And those were some puzzled citizens in Washington, D.C. -- puzzled because we asked them to tell us what the phrase "Career Education" means.

BLAIR: Their confusion isn't that surprising, really. A lot of people are confused or bothered, or even angry about the newest reform effort in American education known as "Career Education".

WEBER: "You can't say what Career Education does, because it does one thing here and does another thing here."

HAMMOND: "If you don't have full employment, nothing is going to work. I'm very much concerned about a school system that will teach someone how to pound nails, but not tell him a single thing about the jury system."

MERROW: "I think you're implying somehow that Career Education is kind of a cop-out for failing schools."

BUTSIKE: "Well, I don't know ... I'm not so sure it's actually a cop-out. I'm afraid that ... I hope ... I hope it's not a subterfuge for some of the inadequacies that we're faced with."

MERROW: Career Education has been around for over six years now,

and so far, the U.S. Office of Education has spent $60 million dollars on it. That's not much at all -- only about $10 million dollars a year.

BLAIR: And that $10 million a year is peanuts when you consider that we spend over $100 billion dollars a year, all tolled, on education in the United States.

MERROW: Then consider that the Career Education people have as their stated goal nothing less than the total reform of the education system. They have high hopes to accompany their low budget. The career educators claim to be making great strides. They say that over 9,000 of the country's 16,000 school districts have already adopted Career Education in one form or another.

BLAIR: John, that phrase, "in one form or another" is very important. There are an awful lot of different definitions of Career Education floating around. Everybody seems to have a different one -- and that ambiguity has been even deliberate; a tactic that career educators have used to gain support, as we'll hear in a minute.

MERROW: In this addition of OPTIONS IN EDUCATION, we're going to try to find out what Career Education is, and what it is not.

BLAIR: Is Career Education a major reform in American education, or is it largely illusion -- a slapdash of programs, projects and teaching techniques all conveniently labeled "Career Education"?

MERROW: Or is it, as some critics see it, a sinister effort to vocationalize education and label large groups of children as destined to be manual laborers while they're still in elementary school?

BLAIR: We're calling this edition of OPTIONS IN EDUCATION "The Selling of Career Education."

MERROW: Let's begin at the beginning.

> HOYT: "I have the honor of introducing Sid Marland to this group -- and obviously, this is a very deep honor indeed. We have asked Sid to come; make our first context speech on the topic of 'Career Education Revisited.' There is no one more appropriate -- and I hope you'll join me in welcoming Dr. Sidney P. Marland, Jr. as our opening session speaker."

BLAIR: Career Education began with Sidney P. Marland, Jr. when he was U.S. Commissioner of Education in 1971. He coined the term, and got a lot of publicity for it. Six years later, in November 1976, 6,000 career educators, businessmen and salesmen gathered in Houston, Texas for a Career Education conference, sponsored by the U.S. Office of Education. Sidney Marland gave the keynote address, and talked to John afterwards.

SIDNEY P. MARLAND, JR.

MERROW: From those early days in 1971, Career Education has suffered from a fuzziness of definition. Now, you say that for the first couple of years, it was necessary for Career Ed to be sort of vaguely defined -- but aren't you still suffering from that?

MARLAND: No, I think on the contrary. If the Office of Education, back in those early years, had come out with something that somebody called "Marland" or anybody else -- and said, "Now, this is Career Education" -- you wouldn't have had this meeting today. We gave broad

parameters -- broad descriptions of what the goals of Career Education could be. We gave some money to help people get started to think about it. But if we had defined it sharply in those early days, it would never have happened. School systems don't operate that way. School teachers and faculty members -- professors -- don't operate that way. They have to hear about something, and then begin to believe in it themselves -- and that's when it happens.

MERROW: But it must -- you're still confused every day with Vocational Education. It must be the bane of your existence! Even today in his opening remarks, the Mayor of Houston, talking about Career Ed, started, in fact, speaking about Voc Ed.

MARLAND: A definition would not have helped to remove that confusion; and I agree -- the confusion is still there. It is diminishing considerably; however, I think it is not anywhere near what it was in terms of the early years -- five or six years ago -- it is now sinking into the consciousness of people that Career Education is not Vocational Education.

MERROW: Sink it further in. Remove some confusion. What's the difference? What is Career Education?

MARLAND: Career Education includes, certainly, Vocational Education in it's overall meaning. Vocational Education, under the law, under the history, under the traditions of our whole educational system -- is fixed on certain skill developments. You learn to be a carpenter; you learn to be a plumber; you learn to be a hairdresser; you learn to be a health technician -- those are all important and very good. But Vocational Education, under the law and under the custom, separates itself necessarily from academic development. What Career Education does is to arch above the two, and it puts academic development and occupational development on an equal footing -- both in the eyes of the learner and the eyes of society -- so that we don't scorn that vocational school anymore; that we don't scorn the person who works with his or her hands; we don't treat work as something separate from education, but we think it's just as important for people to have ideals as to what they want to do with their lives vocationally, as it is academically -- and Career Education, therefore, marries these two fundamentals of educational purpose.

MERROW: How do you explain the broad base support for Career Education? I mean, you've got everybody from the B'nai Brith to the American Legion; from the AFL-CIO to the National Association of Manufacturers. Why is everyone apparently supporting Career Education?

MARLAND: Because its time has come, for one thing. They begin to see the urgency of helping people grow up to work, and that the time has passed for separating that from the formal life of the school.

MERROW: Well, let me suggest the skeptical reason -- and that is that everybody is supporting it because everybody has a different definition of it. I hear business people talking about supporting Career Education because it'll increase productivity and it'll teach workers to come to work on time, and that sort of thing.

MARLAND: Or you can hear teachers with equal vigor talking about it because it helps young people become motivated to learn their arithmetic and their spelling better. I don't care which one has his own reasons; that's why we haven't limited the definition -- and if it is because there are different definitions used by different people, that suits me fine -- just so it brings it off.

MERROW: Well, maybe they're all supporting something different.

MARLAND: I doubt it.

MERROW: Dr. Sidney P. Marland, who is well known as the "Father of Career Education" -- now the President of the College Board.

BLAIR: Throughout its six year history, Career Education has been confused with Vocational Education.

MERROW: The difference, we're told, is that Career Education encompasses Voc Ed, and joins the world of work and the world of education.

BLAIR: Marland left the Office of Education not long after starting the Career Education program, and new leadership emerged.

MAN: "Our beloved Mr. -- and Dr. Ken Hoyt. Ken ..."

HOYT: "All we've been doing is try to put some conceptual bones on the idea that Sid Marland invented."

BLAIR: Dr. Kenneth B. Hoyt is the Head of the Office of Career Education. Hoyt and other career educators begin by defining nearly every human activity as work -- not just driving a taxi or waiting on a table or processing bank loans. Tending your house plants; collecting stamps -- these activities, too, are work.

DR. KENNETH B. HOYT

HOYT: We've got a lot of jobs in the world of paid employment that are not humanized jobs -- they're dehumanizing experiences. They are dull, repetitive, monotonous, dirty, boring -- they do not give a feeling of satisfaction; they do not give a feeling of meaning and purpose, and yet, the human need to work is a need of all human beings. When that need cannot be met in the world of paid employment, we must find ways to help people meet that need in the use of their leisure time.

MERROW: So what you're saying is that people who have those dull, boring, repetitive, monotonous jobs -- they have to understand that other things they do are also work, and are satisfying? Is that what you're saying?

HOYT: That is correct. They have to meet their human needs for work in one way or another. Some people can meet it in the world of paid employment and others cannot. In the Career Education thing, what we're trying to show people is that whatever they're asked to learn in a classroom is used and useful in the world of work. Now, addition, subtraction; you know, I mean in the basic skills -- reading, language, arts, science -- these are all subjects, and various aspects of those subjects are all used by someone in the world of work. When youngsters say, "What can I do with this, which I'm learning?" -- this is one of the answers we can give them; is that people use these skills; this knowledge, in their work -- and that may motivate some youngsters to learn that kind of information.

MERROW: You have to answer this charge: You're vocationalizing education; you're trivializing education because you're reducing everything to something that's going to be applicable in the world of work; you are disregarding the traditional goals of liberal education; the humanistic goals of producing well-rounded citizens who are able to use their leisure time productively; who are able to think about meanings of things beyond their work.

HOYT: Absolutely not. That charge is so false, it's pathetic -- and it just makes me sick when people raise it. If you look at anything we've ever said, we have said that what we are trying to do is to bring a proper emphasis to education as preparation for work among the multiple goals of American education. We never said we're

trying to make it an exclusive goal. We never said it's the most important goal. We said one of the reasons people go to school is to get ready to work, and our education system has not met that goal the way it should. Now, what we're concerned about here, John, is the large number of youngsters who enter our first grades, kindergartens, every year as eager learners, and are turned off from learning before the fourth grade. We want to know what turns them off, and how we can turn them on -- and we think work is the answer. When you look at the student as a worker, all right -- now, not the student that someone is getting ready to be a worker; he has a vocation -- his vocation is called "student", and we're trying to emphasize the positive aspects of work to that student. That's why we take, you see ... when we talk about the reform, we have an element in our reform that says, "Let's put an emphasis on accomplishment in the classroom."

Let's talk about what that student did. Don't talk about what the student didn't do -- if you want to have youngsters respect work, and have positive feelings about work, you've got to reward their work when they do it.

MERROW: So you seem to be coming from a point of view that says the world of education and the world of work have been much too separate; that educators have ignored the reality of the fact that all of us, in fact, have to work for a living.

HOYT: Oh yes ... oh yes! Many of them regard work as, you know, a societal curse or a necessary societal obligation -- many youngsters do, too. Many parents do, too. This is part of what we're trying to do in Career Education; we're saying work is not a dirty, four-letter word; work is a very good word representing this basic human need of all human beings.

BLAIR: Kenneth Hoyt, Director of the Office of Career Education.

"Patching the roof and pitching the hay -
Is not my idea of the perfect day.
When you're extraordinary -
You gotta do extraordinary things.

I'm not the type who loses sleep -
Over the size of the compost heap.
When you're extraordinary,
You think about extraordinary things.
That's the reason I'll never be -
The kind of man who dwells -
On how moths got into the tapestry,
Or why the dungeon smells.

Oh, it's hard to feel special; it's hard to feel big -
Feeding the turtle and walking the pig.
It's so secondary -
To someone who is very -
Extraordinary ... like me!"

("When You're Extraordinary" from PIPPIN)

MERROW: It's easy to agree with some of the things that Hoyt says. We are what we do in many ways -- and Career Ed's critics don't necessarily disagree with what you've just heard. They're troubled by a lot of the things that Career Education is doing, or by things they think Career Education wants to do.

BLAIR: George Weber, Associate Director of the conservative Council for Basic Education, has called some aspects of Career Education "pernicious", "meretricious", "narrow" and "anti-intellectual." He

was one of several critics invited to the Houston meeting, and John talked to him there.

GEORGE WEBER

WEBER: You can't say what Career Education does, because it does one thing here and does another thing here -- and you talk about what's going on in the San Diego Elementary Schools, and you've got one thing, and you go to Skyline Center in Dallas, you got something else; you got to Main Street School in Middletown, U.S.A., and you have people wearing hats in the class and deciding whether they want to be nurses or firemen in the second grade. And then you find the teacher saying, "All you are gonna be firemen; all your mathematics problems are gonna be related to fire work!"

MERROW: Now, what's wrong with that? What's wrong with relating the math to the work of a fireman?

WEBER: Well ... then, the other ... as Dr. Gates, who's Head of the National Council of Teachers of Mathematics says, "To find applications in the real world for the mathematics that you're learning is great"-- but to say, " Oh, you won't need this mathematics, because you're not gonna be an engineer, and therefore, the other fourth graders will get it, but you won't -- because you're in a different career cluster." And the idea .... despite what was said here today, the Career Education literature is full of modifying courses -- depending on what cluster you're in. General Science is different for one cluster than it is for another in some proposals.

MERROW: Now, I've heard a kind of a motif of this convention -- has been people saying, "I support Career Education as I understand it." Now, is that what you're touching on, or are you saying Career Education has a problem of definition? Or is it a deliberate kind of distortion?

WEBER: Oh, no -- no, it's not a deliberate kind of distortion, except insofar as any proponent has an easier time if he can define what he's proposing one way for one audience, and another way for another. Well, this is one of the reasons why I can get broad support -- because if it's vague, then American Legion supports it for one reason, small businessmen support it for the other; the Loyal Order of Patriotic Americans, or some such organization will support it because they figure, "We're gonna get good, sound work attitudes back in America", and all that sort of thing -- and you find professional school people supporting it because here's a way they can get money now!

MERROW: One stated goal in Career Education ... or, not often stated, but certainly one goal in Career Education is indoctrination, inculcation of better work habits. I sense that somehow you don't think that's a proper purpose for the schools.

WEBER: Well, again, if the schools can develop better work habits in students by example and by the atmosphere of the school, I have no objection of that. But if the school consciously aims at indoctrinating youngsters to be more satisfied with a job as a gas pump jockey, or a cash register pounder, this, I think, is inappropriate for a free society.

MERROW: At this conference, I hear only, really, two groups.

WEBER: There are societies in the world -- authoritarian societies, that do this and make no bones about it. The purpose of education is to train people to serve society and the state.

MERROW: I hear only two groups at this conference objecting to Career Education. One is the distinct minority of the Council for Basic Education, and the other is organized labor.

WEBER: Distinct minority here, John ... here.

MERROW: The distinct majority here -- the Council for Basic ...

WEBER: We have a 'back to basics' trend that is far more potent right now than the Career Education trend -- let me tell you that!

MERROW: The other group that's voicing objection to Career Education quite strongly is organized labor. Do you find it odd to be in the same bed with organized labor?

WEBER: No, I don't. In education, you find yourself in bed with everybody -- one time or another. It doesn't bother me at all.

MERROW: George Weber, Associate Director of the Council for Basic Education, Washington, D.C. Education -- just like politics -- does indeed make for strange bedfellows. The conservatives of the Council for Basic Education are aligned with the labor movement in their suspicion of Career Education.

BLAIR: Organized labor has been suspicious from the beginning, of course. Career Education was a Republican initiative in the first place, and organized labor is Democratic. If that weren't enough for labor, Career Ed has had strong support from business from the beginning.

MERROW: In Houston, Eugenia Kemble represented the American Federation of Teachers; Reese Hammond, the International Union of Operating Engineers; and George Butsike, the United Steel Workers of America.

BLAIR: Labor worries that in the guise of Career Education programs, employers will hire students at less than minimum wages -- taking jobs away from adult workers. Many union people, including Butsike, Kemble and Hammond want more -- not less -- emphasis on basic skills; reading, writing and arithmetic.

EUGENIA KEMBLE, REESE HAMMOND, GEORGE BUTSIKE

BUTSIKE: What I'm saying is that the schools should teach these students the basics, so that -- if when they do go out into the work place, they'll be able to adapt themselves because of society changing so rapidly; especially in industry, I am not opposed for field trips, so that the student can see the work place.

MERROW: But you are worried that Career Education ...

BUTSIKE: But I'm worried about Career Education if it's going to be a substitute for the formal type of education where they learn the basics.

MERROW: You also sound as if you're worried that Career Education's going to be a way for businesses to get some free labor.

BUTSIKE: Sure. Certainly.

MERROW: How would that work?

BUTSIKE: Well, for example, the public sector in Massachusetts -- all those jobs have been frozen; they're not doing any hiring, and they are taking high school students -- taking them into either the municipality or into a hospital -- in a guise of seeing how the work

place is, and what you're going to be faced with -- actually doing that work. So that means that a day or day and a half, they're getting free labor. All right. Also, they saw the danger that minimum wages may be eroded, because they're talking about removing restrictions on the age barrier -- and I think that's a horrible concept, and I think that they get paid less than minimum wage, which is not even adequate -- is horrendous.

MERROW: I think you're implying somehow that Career Education is kind of a cop-out for failing schools.

BUTSIKE: Well, I don't know. I'm not so sure it's actually a cop-out; I'm afraid that ... I hope it's not a subterfuge for some of the inadequacies that we're faced with.

MERROW: We ought to talk to someone who's union and school. Eugenia Kemble, working for the American Federation of Teachers.

KEMBLE: One of the rationales behind Career Education is that for some reason, we have a high youth unemployment problem because the schools aren't doing their job. I would say that we have a high youth unemployment problem because we have high unemployment -- and if you have high adult unemployment, you're certainly gonna have high youth unemployment because kids are gonna stand behind adults in the line for work. We have to be sure that the schools provide the basics. We have to be sure that kids are getting History, Social Studies, English -- they're learning how to read and write and to compute -- before we substitute for any of those things any other kind of program.

MERROW: Mr. Hammond, what's your criticism of Career Education? You were comparing the school system, using the analogy of a school system as a kind of a sewer system -- necessary, but not so pleasant. But how about Career Education?

HAMMOND: I'm very much concerned about a school system that will teach someone how to pound nails, but not tell him a single thing about the jury system. These are the kinds of things that are totality: that makes America work -- America function; makes the country survive and grow -- not strictly vocationally oriented work preparation, employable skills-type training.

MERROW: You know, it's very interesting to me -- 'cause I hear the people in Career Education saying that Career Education will keep people's options open.

HAMMOND: Well, the Career Education as Marland seems to put it, early on, closes off options; it doesn't maintain options -- and it acts as a funnel of people clearly delineated for, by somebody, somewhere, that says, "Now, you are going to be a 'X'" -- and they put everybody into the 'X' bottle, "And you're gonna be a 'Y'" -- and they put everybody in the 'Y' bottle. It seems to me that it should be just the other way around. The funnel should be turned upside down, and the limited knowledge that the youngsters bring to school should go through that funnel in a kind of hurricane way, and should come out of the vortex with a much broader kind of understanding of what's available to them, and ability to handle a wide variety of options -- rather than to be put into that little bottle that Mr. Marland calls "employable skills."

If you don't have full employment, nothing is going to work. I don't care what kind of an education you have. If there is no job for you, then you're gonna be sitting on your duff collecting unemployment if you had worked a little bit. Otherwise, you gotta go on welfare. Now, that's the answer; you know, let's stop kidding ourselves!

MERROW: But I do hear ... if I can summarize what I think I've heard you say, it is, "Give a kid the basic skills -- give a kid the best kind of education that is commensurate with his or her own abilities, and also have occupational information available -- and that's all you can do" -- that's not Career Education. No fancy curriculum -- no special frills?

HAMMOND: On the contrary. In your job, what do you feel the most important elements of your job are -- the ability to press the button or to change the tape, or the ability to reason; the ability to ask literate questions; the ability to respond to answers in such a way as to draw out more information? And at the worst, the ability to reason. I'm sure you can read very well and I would assume that somewhere along the line, you have to write, also. These are ... this is real Career Education -- the ability to exist in the society you're in. A guy can -- in my own trade; in heavy equipment -- if a fellow can read, and he knows basically how to operate his machine -- when the machines change, he reads the new manual, and he can operate that machine, too. If he can't read, he could be in real trouble.

MERROW: Three leaders of the American Labor Movement; Eugenia Kemble, Reese Hammond and George Butsike.

BLAIR: The union representatives expressed the hope that new federal legislation will give labor a bigger role in Career Education. Congressman Carl Perkins, Chairman of the House Education and Labor Committee, has introduced a $275 million dollar bill for Career Education. We'll hear from him later in the program.

MERROW: Labor is worried that Career Ed will be a smokescreen to cover up the nation's economic problems. They suspect that business will talk up Career Education; throw it a little support in order to avoid facing up to problems with the economy.

BLAIR: Both Sidney Marland and Kenneth Hoyt are aware of labor's reluctance. As they do with most criticism, they meet it head on, and interpret it to Career Education's advantage -- or try to. First, Dr. Marland.

SIDNEY P. MARLAND, JR.

MARLAND: Labor has good reason to be reluctant, John, so often as large social movements get underway -- and this one is large and social, and it's underway -- have forgotten to engage labor at the start in the planning and the design. Where labor has been brought in early on, you'll find labor very sympathetic. Labor has a rich history, going back to the Middle Ages, if you will, of helping people develop themselves educationally for the world of work.

MERROW: But labor is scared now because Career Ed ...

MARLAND: Let me finish. However, recognizing labor's basic devotion to education in this country, we have neglected to engage them in some communities and in some circumstances in starting the linkage between industry or business and education, where they have been engaged at the start -- such as in Bridgeport, Connecticut, where the City Labor Council initiated an idea, went to the Chamber of Commerce, got them hooked on it, and have started what they call a "Vocational Experience Programs", and we're at the beginning involved in it affirmatively -- you'll find that labor, by and large, will participate. They're obviously threatened by anything that looks like a student coming in to displace a worker. They should be -- that's their business, and in my judgment, a student shouldn't displace a worker. Under the Career Education theme, a student should have a laboratory work experience for which he is not paid; which he stands beside a skilled worker; watches him; learns from him; brushes off some of the greatness and goodness of a good worker at his task, and helping a

young person to grow. Labor ... I believe any human being, whatever his tag -- in this case, labor -- feels good about helping the young.

BLAIR: Next, Ken Hoyt.

KEN HOYT

HOYT: I think organized labor has a very valid, very valid gripe when they say that in many of the early Career Education efforts, they were not involved to a sufficient degree in policy planning, nor in conceptualization of Career Education. Now, if we had involved them earlier, I think that we would have come up with exactly the same conceptual model that we come up with now. But their fear, you see, is a fear that's unfounded in terms of the conceptualization of Career Education. I think what they are fearful of is a very good fear -- they would be fearful if we tried to force early occupational decisions on youngsters; they would be fearful if we tried to force many youngsters into low-paying, dead-end jobs -- rather than opening up all the opportunities for all youngsters, including the youngsters of labor union members; they would be fearful of things like that.

Now, when labor gets involved, and the further evolving of the conceptual nature of Career Education, they will see that we've already taken care of this, and what they're concerned about, we are concerned about, too.

MERROW: They're also worried because business supports it. I mean, business has said things about increasing productivity, increasing attendance records and punctuality records of workers.

HOYT: Yeah. Well, organized labor is certainly not opposed to productivity -- so long as labor participates in the benefits of productivity. Now, when we talk about Career Education, there's a collaborative effort rather than as a cooperative effort, we mean just exactly that.

MERROW: But former Commissioner Marland talked -- when he spoke -- he talked about the need to change obsolete laws; child labor laws, business liability laws, or having kids come in and work. Now that speaks directly to the fears labor has; that kids will be used to take jobs away.

HOYT: It depends on which child labor laws you're talking about changing. Now, if child labor laws are to be changed, I think this is the point that organized labor is making -- and I agree with it -- any effort to consider seriously changing child labor laws that ignores the voice of organized labor in reaching a consensus decision would be a mistaken effort. I'm willing to live with the art of compromise, and when we talk ... I'm not going to specify "X" number of child labor laws that need to be changed, and not consult either management or labor -- I want to consult both of them, and I want to get a consensus position that comes out of the art of compromise. That's what we mean by collaboration.

BLAIR: Kenneth Hoyt, of the Office of Career Education.

MERROW: Big business has been Career Education's strongest supporter. General Motors now actively encourages Career Ed programs in its plants and in local communities. General Motors Vice Chairman of the Board, Richard Terrel, is a frequent guest at Career Ed meetings like the one in Houston.

BLAIR: At that meeting, Terrel said that Career Education could make school relevant; improve the climate for the free enterprise

system, and help create a Letter society. After his speech, he spoke with John.

RICHARD TERREL

TERREL: Obviously, in any society as large as ours, you'll have people that will maybe lose sight of the broad concept of what you're trying to do -- but educators know this better than I; that there are many young people today who have wasted their time on studies that didn't prepare them for what they wanted to do. Now, I'm not talking about Vocational Training -- I'm not talking about Co-operative Education; I think we're gonna continue to have all those types of education, and I look at Career Education as an umbrella over all of them. I don't see Career Education lessening the number of people that go to college. I don't see it lessening the number of people that go on to advanced degrees.

MERROW: Take this opportunity to speak to another one of labor's concerns, and that is that Career Education is somehow going to take jobs away from workers; change the child labor laws -- bring kids out of school, and have them work for free or for a very low wage -- for a three-quarter wage; taking jobs away from adult workers.

TERREL: I haven't heard any responsible businessman propose such a thing -- it certainly is not what we have in mind. What we have in mind is the upgrading of people -- but not the downgrading of people. In our society today, we need people with the finest skills they can acquire; we need people with the best education they can acquire; we need people who are properly motivated; we need people that are emotionally stable -- and you don't do that by regressing and going backward; you make progress by going forward. So I just can't imagine that any responsible businessman would propose such a thing.

MERROW: Business has that reason, essentially -- you have real problems in the labor force today. You talked about problems of attendance, punctuality, willing to stay on and put in an eight hour day -- can Career Education make a difference in those areas?

TERREL: Well ... but we have that problem in our whole society. We have that problem in attending school; we have that problem in our own family -- so it's not a ... any problem you see existing in business in your work habits, you find the same habits in your personal life, you find the same habits in your family life -- so what we're talking about are basic fundamental improvements that will add to the happiness, and will really add to the contentment and satisfaction of the individual. You know ... you can't be successful in business without having a successful nation.

MERROW: The intriguing thing about this conference is that almost every speaker -- talking about Career Education -- has said, as you said -- "Career Education, as I understand it, means such and such ...", and that seems to be a kind of motif running through this -- the "as I understand it" -- give me a one or two sentence definition of Career Education as you understand it.

TERREL: Well, as I understand Career Education, is it's a way of trying to acquaint the student as early as you can of some of the requirements and the needs that he may face in a career he chooses. I don't visualize that it directs him to any career. You leave that option completely open to the student. But you try to acquaint him with the needs and requirements of his career that he might choose, and then as he becomes acquainted with that, why, you give him the opportunity to acquire those skills. I don't view it at all as a restrictive process where you try to direct people into certain careers; if it did, I'd be against it.

MERROW: Richard L. Terrel, Vice Chairman of the Board of General Motors.

BLAIR: The theme of the Houston conference was "Rekindling Pride in the World of Work." Some union people read into that phrase an insult to their workers. A few teachers and businesspeople -- like Richard Terrel -- talked not about union work standards, but about a general decline in national standards, both personal and social.

MERROW: You've heard from the leaders -- but what about the teachers? What do they do in their classrooms?

BLAIR: Earlier, John went to a meeting of Career Ed teachers in Columbus, Ohio, and here's what they had to say:

TEACHER: "This kind of training is most important for kids who are poor students. Those are the ones I like to work with the most.

TEACHER: "We did a survey in Georgia of all the students who took the S.A.T.'s. Seventy-eight percent of these students identified Career Counseling as their #1 problem. The #2 need was trying to figure out where to find Career Counseling. So, the first problem was what they were gonna do, and the second problem was where in the world they were gonna find help with the first problem."

TEACHER: "I think that it's very possible, in fact, probable -- that by developing a good Career Education program from kindergarten through twelfth grade, we will in fact, put many kids in conflict with their local environment. Any kind of change in any kind of decision making is difficult -- it's work -- and it could involve, you know, some pain and agony. I think decision making is not easy."

MERROW: "What's it mean? What's Career Education?"

TEACHER: "That's a good question, because many people have different definitions of the word 'Career Education' -- and maybe, perhaps we shouldn't call it Career Education, but Career Awareness, especially at my particular grade level -- because we do not zero in on a particular job, or we do not take children and channel them into certain job areas. We make them aware of the various types of jobs; we make them aware of the changeable nature of our economy, that the jobs that are not even invented yet that will be there in the future; we try to prepare them for all the changes that may come about, and the fact that they may have to make more than one choice throughout their lifetime."

TEACHER: "It's very interesting. Phi Delta Kappa did a national poll of high school seniors, and about 80% of them could state a career goal, but they had no idea what was involved in that career goal, and none of them had ever talked to anybody who held that occupation. So, if a high school student is interested in veterinary medicine, I'd recommend that the student get in touch with a veterinarian; go spend a couple of Saturdays there; see what it's like to watch a dog die on the operating table from internal hemorrhaging; find out what kinds of skills are needed, and how long that guy had to study to become a veterinarian. Get out where the real world is, and begin to test your own ideas about yourself, and about the world out against reality."

TEACHER: "I think it's very important that you emphasize the business in relation with the world of work. In other words, the boys and girls should be aware that their world is not confined to four walls; that their world is THE world; their classroom is the world. We put boys and girls into the business -- 100 eighth-graders one day, and we called it 'Career Day' -- and by doing this, our businesses ... several of the businessmen remarked to me that it renewed their faith in young people. And they didn't realize that young people had as much knowledge as they did. We had two boys that wanted to be funeral home directors, and they actually helped in a funeral. We had every kind of occupation you could imagine that day, and each student wore an emblem which was a schoolhouse, designating that it was Career Day. This was on school time. They were counted present in school, yet their school was the world of work -- they were actually working in the world of work with their business."

MERROW: "OK. Now, I may be a little bit of a cynic here. How much can you learn -- how much can anybody learn about running a Ramada Inn or running a funeral or what-have-you -- in one day?"

TEACHER: "I think they can learn enough that they know whether they really do have an interest in it. Several of them that went out into the different businesses, maybe found one niche that they weren't even aware was there. After the Career Day, they met with the counselors and made their schedule up for the ninth grade. Some of them then knew what type of vocation or occupation they wanted to pursue at that time. We know some of them are gonna change their mind -- but at least it gave them a goal. We had a potential dropout who had not been in school several days that year, and I thought for sure he would drop out by the end of the eighth grade, and I saw his mother two days ago. She remarked that for the first time in her life, her child knew that he wanted to go to school and why he wanted to finish -- because he had a goal in mind. He had never been able to go out -- he's from a low income family -- and see what the world of work was really like."

BLAIR: Career Education teachers at a meeting in Columbus, Ohio.

MERROW: There's another knotty problem in Career Education: money. But this time, Sidney Marland and Kenneth Hoyt find themselves disagreeing.

BLAIR: Marland, Career Education's "father", says it will cost a lot. Hoyt, of the Office of Career Education, says it will cost very, very little. First, Dr. Marland.

SIDNEY P. MARLAND, JR.

MERROW: Now, you've estimated that Career Ed could be brought into the public schools for between $15 and $20 a student. Now, that would work out to almost a billion dollars a year. Is that the price tag?

MARLAND: I think when you distribute that with some federal support, some state support, some local support -- and by the way, states are now putting significant sums into Career Education -- I think that it is a fair figure, and it's a very realistic figure.

MERROW: There are cynics who say that Career Education is really a way to get more money into the schools; to get the federal government to increase its support, which has been dwindling -- to get the

states to pump more money into the schools.

MARLAND: That's not all bad, either.

BLAIR: Next, Dr. Hoyt, Head of the U.S. Office of Career Education.

KEN HOYT

HOYT: I don't see it as a way of getting more federal and state money into the public schools -- we're not asking for a lot of new money for ...

MERROW: Sure ... you're asking for a billion dollars!

HOYT: Who's asking for a billion dollars?

MERROW: Marland ... Sidney Marland estimated that it would cost between $15 and $20 per student per year for Career Education in the schools -- that works out to a billion dollars a year.

HOYT: Sidney Marland, I'm sure, is not talking about new dollars for education -- we're talking about spending education dollars differently. We're talking about utilizing community resources for education. We're not trying to make education cost more money -- we're trying to make it become more cost effective. We're not trying to increase the educational budget; we're trying to increase the educational effort. We're not trying to say, "Draw more money just into the school system" -- we're trying to say, "You've got a lot of resources out in your community, and you ought to be using them." You notice we're not talking about Career Education as a new course; a new curriculum; have a Career Education teacher, a Career Education building -- it's staff, it's buildings, it's equipment that is the 95% of the cost of education. We're talking about using our existing staff, buildings and equipment differently. We're talking about a very small part of one percent -- and you know what we're trying to buy with that money? Time. We're trying to buy time, pay for the time that it takes for people to understand Career Education. It's a people change effort.

BLAIR: Kenneth Hoyt of the Office of Career Education. Hoyt also says that the textbook publishers, hoping to make money with new Career Education textbooks, will be disappointed unless they can persuade schools to substitute their new wares for old textbooks.

MERROW: Congressman Carl Perkins of Kentucky has already introduced a revised Career Education Act, asking for $275 million dollars over five years. That dollar figure, we should point out, would be an authorization -- not an appropriation.

BLAIR: Yes -- an authorization is really just a hunting license. The Career Education people would still have to persuade Congress to actually provide the money.

MERROW: The Perkins Bill would provide most of the money in the first two years -- then gradually phase out, so that states and local communities would have to pick up the tab if they want to keep Career Ed.

BLAIR: Congressman Perkins discussed his reasons for supporting Career Education with John.

CONGRESSMAN CARL PERKINS

PERKINS: In my judgment, the bill will pass. It's a very popular bill throughout the United States, primarily because training makes sure that a youngster obtains the right training in order that he

can find a job, is perhaps the most important part of our educational process today, and this commences at an early age -- it's very comprehensive Career Education.

MERROW: You said it's a very popular bill. I've been talking to people around the country, Mr. Perkins, and I find an awful lot of confusion ... definition, you know, just what Career Education is.

PERKINS: Well, there is a lot of confusion. You could, if you wanted to, classify Vocational Education and Career Education into a category, but there is a difference. Vocational Education today is primarily for adults -- and the technical schools, post high-school, and the other, is for youngsters at an early age, Career Education is something you'll want to latch onto a career at an early date -- and it includes, of course, guidance and counseling, and get them into the areas they are most interested.

MERROW: So you're saying then, that Career Education is a kind of early guidance -- early information about careers. Isn't that really just counseling?

PERKINS: It's broader than counseling, because you get into the practical aspects; for instance, industrial arts, or in manual training aspects -- that's learning to square a board and drive a nail when you're in the third and fourth grade.

MERROW: What are you gonna do about labor's objections to Career Education?

PERKINS: I don't think that labor will strenuously object to Career Education. There's a lot of fear that the younger people may be qualified at an early age to take jobs in the area to replace carpenters, and so forth and so on -- but that's not true. To be better carpenters, to be better masons -- brick masonry -- and in the field of stone, and all other trades and crafts. If you get into that at an early age, you will be much more proficient and can do a better job at a later day when you become a craftsman to earn a livelihood; you're much better qualified -- that's the answer.

MERROW: Is there a question of the federal government being involved in curriculum? After all, Career Education does get into the question of what's being taught in the classroom.

PERKINS: No ... not by any sense of the word or imagination, because this will be left entirely up to the local educational authorities, just like the Vocational Educational training program happens to be today.

MERROW: And a final question. People I talk to say, "Career Education really is a superficial reform -- there's a lot of ballyhoo; a lot of talk -- but it's really a smokescreen. It's not dealing with basic problems that we have in schools, or with basic social problems, but because there's so much talk about it, the American people are once again going to think that reform is just around the corner. Then, a few years later, they'll be disappointed; there's no reforms -- things are still the same, and the schools will suffer in their eyes." Does that bother you?

PERKINS: That does not bother me because if you make a failure -- or it turns out to be a failure, it will be because of the bad administration of the program. I visualize this program of bringing about industrial arts training -- many other comprehensive aspects in the fourth, fifth, sixth, seventh grades, in the various elementary schools of the country -- carried on into high school, and then there will be advanced vocational training for them. And these youngsters who

participate will make up their minds at a much earlier date. The direction they want to go in earning a livelihood -- that's the real purpose of this bill.

MERROW: Let me see if I can summarize that. You're saying that Career Education is the early phase, really -- it's kind of a prelude; it exposes children to a lot of different kinds of careers and professions and occupations that are open to them. They can make some choices then, perhaps go into vocational training, or they might go to medical school -- they might become Congressmen.

PERKINS: That is correct, and that is the correct analysis -- it's very comprehensive.

BLAIR: Congressman Carl Perkins of Kentucky, Chairman of the House Education and Labor Committee. Skeptics abound, and the confusion over just what Career Education is persists. But that doesn't deter Kenneth Hoyt.

KEN HOYT

HOYT: I've said the greatest power of Career Education lies in its complete impotence; that is, the fact that we have no power at all. I think there are very, very many people now who say, "I support Career Education", who have not looked at the total Career Education concept; they have looked at a piece of it, like what they see, and are supporting that. That is right. Now, I'm willing to take that kind of support and search for broader understanding of the toal concept on the part of those who see it only in one way, and I think if we do that, I don't see -- there are no contradictory parts of the concept; that's what I'm saying. They can touch the elephant anyplace they want to, and I think it will appeal.

MERROW: Are you worried about the schools taking on more than they can handle? I hear you and other people at this conference saying Career Education is really gonna change things -- will bring about educational reform, raise test scores, better work habits, etc., etc. Now, we've had instances before of schools promising to reform, and then five years later, the society comes and says, "Hey, you promised us you'd fix things. What happened?" And things haven't really changed.

HOYT: The question of over-promise and under-delivery is the most serious question facing Career Education today, in my opinion. Yes. It can do these things that we talk about, provided it's a comprehensive community effort.

MERROW: Yeah. But most of the people at this conference are school people -- the exhibitors are all lining up to sell stuff in schools, and it's through schools that this reform is supposed to come about. So, if it doesn't work -- if five years from now, the school attendance is still way off, truancy is still high, the business and labor people are still complaining about not having workers who can't fill out job applications and who won't stay on the job -- you and I know very well that it'll be the public schools that it'll come down on.

HOYT: It may be, but I'm gonna do everything I can to see that doesn't happen. I'm saying to business and labor and industry and everybody else, "Quit griping about the kind of product we're sending you from our schools! If our products are not right, then you come in and you help us make them better!" And you know, you just don't sit there and think that all the blame's got to go to the public schools. The public schools have been blamed too much, and trying to do too many things that the larger society should participate in -- and I think it's time to draw that to a halt. Now, the schools may well be blamed, John, but that'll be wrong if they are.

BLAIR: Kenneth Hoyt of the Office of Career Education. In fact, both Sidney Marland and Hoyt are pleased with Career Education's progress -- and confident of its future.

SIDNEY P. MARLAND, JR.

MERROW: Finally, Dr. Marland -- you're the "father" of Career Education -- the "child" is now six years old. What's the prognosis?

MARLAND: I think that it's astonishing that we've come as far as we have in these six years that this is probably something that has moved more swiftly and more generally through American education than any other reform notion in the history of our schools and colleges.

MERROW: But it's reforming the schools -- not the labor market. Does that trouble you?

MARLAND: The schools can't be everything, John.

BLAIR: Kenneth Hoyt says that evaluations are showing that Career Ed works -- and he wants total immersion in the program.

KEN HOYT

HOYT: We've got to do the best we can do before we say, "Will it work?" Now, we cannot just dabble in the water, and then say, "The lake is poison." Now, you've got to jump in and start swimmin'.

MERROW: From one side, predictions of success. From another, hostility and suspicion. And from another side, confusion.

BLAIR: To help dispel the confusion, we asked our book reviewer, Donald N. Bigelow, to review a pamphlet about Career Ed written by Paul Olson, and commissioned by the Office of Career Education.

DONALD N. BIGELOW

BIGELOW: It's called "Liberal Arts in Career Education -- a Look at the Past and the Future." Frankly, it's only a look at the past, and what I am saying editorially is there is very little connection between his history, his magnificent history of the liberal arts, and what I understand -- or even what he understands -- Career Education to be.

MERROW: Well, let's talk about that notion of what Career Education is.

BIGELOW: Well, I don't want to define it, since you had a lot of experts define it, and I'm no expert on Career Education -- I only see the wind go by and hear it whistle -- but Paul Olson says, "This essay argues that the tradition of the liberal arts is compatible with the goals of Career Education." He says, "Career Education is supposed to prepare people for work in the sense of life's work -- to assist women and men to become complete, unalienated persons, having a purpose for living and acting."

MERROW: I thought that was what education was supposed to do -- not Career Education.

BIGELOW: That's the whole beauty and irony of this lovely monograph. He is using what liberal education is certainly supposed to be, and education, broadly thought of, is supposed to be -- and saying, in effect, so is it with Career Education.

MERROW: Well, now, wait a minute. You say you're not an expert, and

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you don't want to define it, but somebody's got to define it. Is Career Education really education the way it's supposed to be?

BIGELOW: I didn't come here to define Career Education. I came here to tell you that Paul Olson wrote an interesting book indicating that there's a strong connection between the liberal arts and Career Education, and all that I came here to say is the monograph fails at that level for the very reason that you said right off -- isn't the definition that we read; what we thought of -- you and I -- and what we think of as the liberal arts. The answer is, "It was."

MERROW: Well then, in that case -- maybe Career Education is serving a real purpose. If it's attracting a lot of attention; if it's making people around the country look at education again, and say, "Hey, yea -- education shouldn't be separate from work" -- then, Career Education is performing a real service.

BIGELOW: Well, if you wish. I can't see it that way -- although I think any dialogue that helps to accentuate what we mean by education; what a liberal education is versus a non-liberal education, and if a Career Education discussion helps to sharpen the dialogue about what we mean by education of the liberal arts, then it will indeed serve a purpose.

MERROW: The other possibility -- another possibility, Don, is that Career Education is, you know, merely sound and fury signifying nothing -- and ultimately obscuring the real purposes of education.

BIGELOW: Well, I'd put it this way. It seems to me that the people who are behind Career Education were looking for a way to save the sixties, thinking that all had failed -- they were looking for a way to serve the present needs of our society, thinking nothing else had -- and they came up with something called "Career Education" in a society that has been filled with work long before the Puritan ethic even made it so. It may be carrying coals to Newcastle.

MERROW: The opinions expressed by our book reviewer, Donald N. Bigelow, are his own -- needless to say, and he'll be back next week, or the week after.

BIGELOW: Or some other time!

MERROW: Next week, OPTIONS IN EDUCATION begins a three-part series on teachers and teaching -- including visits with some of <u>your</u> favorite teachers. We hope you'll join us. If you'd like a transcript of this program, send 25¢ to National Public Radio -- Education, Washington, D.C. 20036. A cassette costs $4.00. Please ask for Program Number 61.

BLAIR: The address, again, is National Public Radio -- Education, Washington, D.C. 20036. The transcript costs 25¢, and the cassette $4.00. Ask for Program 61.

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BLAIR: This program is produced by Jo Ellyn Rackleff. The Assistant Producer is David Selvin. Production assistant, Joan Friedenberg. The Executive Producer is John Merrow. I'm Wendy Blair.

MERROW: This is NPR -- National Public Radio.